

Pinellas County Schools

BAYSIDE HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Bayside High School is to provide an inclusive, supportive, environment for all scholars to learn and achieve.

Provide the school's vision statement

The vision of Bayside High School is to engage and inspire all scholars to graduate.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Erin Savage

savagee@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation

Leadership Team Member #2

Employee's Name

Christopher Cannon

cannonchr@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Curriculum/Master scheduling, Discipline, Data, Exceptional Student, Facilities, Transportation, PBIS, MTSS.

Leadership Team Member #3**Employee's Name**

Barbara Gisondi

gisondib@pcsb.org

Position Title

English Teacher

Job Duties and Responsibilities

This is an instructional position with responsibility for guiding and directing the learning experiences of students in a group or class within a high school.

Leadership Team Member #4**Employee's Name**

Nidal Hasan

hasann@pcsb.org

Position Title

Math Teacher

Job Duties and Responsibilities

This is an instructional position with responsibility for guiding and directing the learning experiences of students in a group or class within a high school.

Leadership Team Member #5**Employee's Name**

Amanda Barr

barra@pcsb.org

Position Title

Science Teacher

Job Duties and Responsibilities

This is an instructional position with responsibility for guiding and directing the learning experiences of students in a group or class within a high school.

Leadership Team Member #6

Employee's Name

Daryl Schuster

schusterda@pcsb.org

Position Title

Social Studies Teacher

Job Duties and Responsibilities

This is an instructional position with responsibility for guiding and directing the learning experiences of students in a group or class within a high school.

Leadership Team Member #7

Employee's Name

Antonio Eberhardt-Taylor

eberhardt-taylor@pcsb.org

Position Title

Teacher on Special Assignment

Job Duties and Responsibilities

This is an instructional position with responsibility for guiding and directing the learning experiences of students in a group or class within a high school.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Bayside High School has multiple systems in place for involving stakeholders in school operations and for gathering input. Monthly the principal meets with the School-Based Leadership Team,

student leaders, faculty, support staff and Union representatives. Principal and Assistant principal meet monthly with the departments they supervise, content PLCs, parent groups, student groups and regularly with district Instructional Staff Developers. In addition, as a Title 1 school, parents are invited to the annual Title 1 meeting, provided with pertinent school information and are given an opportunity to provide feedback. This year we will be implementing a “Parent University” with monthly topics geared toward increasing collaboration between the school and families.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan goals are discussed weekly at administrative team meetings, School Based Leadership Team meeting and reviewed monthly at content PLCs and faculty meetings. Progress towards meeting SIP goals is analyzed after each progress monitoring cycle assessment and adjustments to action steps are made if necessary. A mid-year evaluation is conducted in January to determine if further adjustments to actions steps are required. Effectiveness of changes and/or previous actions steps are evaluated by student performance on common assessments or continued progress monitoring cycle assessments.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2024-25: COMMENDABLE 2023-24: COMMENDABLE 2022-23: 2021-22: MAINTAINING 2020-21:

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	7	46	89	70	212
Absent 10% or more school days	6	38	84	68	196
One or more suspensions	2	10	17	12	41
Course failure in English Language Arts (ELA)	0	2	3	0	5
Course failure in Math	0	1	11	18	30
Level 1 on statewide ELA assessment	6	41	0	0	47
Level 1 on statewide Algebra assessment	0	5	37	32	74

Current Year (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators		10	47	39	96

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	11	62	59	4	55	55	6	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	15	58	58	40	57	57			
ELA Lowest 25th Percentile		54	56		55	55			
Math Achievement*	7	46	49	5	42	45	0	36	38
Math Learning Gains	28	45	47	38	46	47			
Math Lowest 25th Percentile		43	49	70	41	49			
Science Achievement	4	73	72		64	68	5	61	64
Social Studies Achievement*	9	74	75	26	70	71	18	63	66
Graduation Rate	76	94	92	63	92	90	58	92	89
Middle School Acceleration									
College and Career Acceleration	7	69	69	4	69	67	8	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		50	52		45	49		47	45

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	20%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	157
Total Components for the FPPI	8
Percent Tested	94%
Graduation Rate	76%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
20%	31%	16%	16%	18%		11%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	29%	Yes	6	3
Black/African American Students	24%	Yes	6	6
Hispanic Students	34%	Yes	6	
White Students	30%	Yes	6	6
Economically Disadvantaged Students	19%	Yes	6	6

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	11%		15%		7%	28%		4%	9%		76%	7%	
Students With Disabilities					9%				0%		100%	7%	
Black/African American Students					10%	29%		0%	13%		86%	3%	
Hispanic Students											67%	0%	
White Students					6%						69%	16%	
Economically Disadvantaged Students	13%		17%		8%	28%		0%	8%		74%	4%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	4%		40%		5%	38%	70%		26%		63%	4%	
Students With Disabilities					0%						87%	0%	
Black/African American Students					6%	39%			13%		56%	0%	
Hispanic Students					10%						83%	7%	
White Students					5%	45%			30%		52%	7%	
Economically Disadvantaged Students	5%		37%		5%	39%			23%		59%	5%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	6%				0%			5%	18%		58%	8%	
Students With Disabilities					0%			0%	10%		84%	0%	
Black/African American Students	0%				0%			0%	12%		60%	4%	
Hispanic Students					0%						55%	8%	
Multiracial Students											70%		
White Students	17%				0%			0%	29%		57%	13%	
Economically Disadvantaged Students	8%				0%			3%	3%		57%	9%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	2%	59%	-57%	58%	-56%
Biology		8%	69%	-61%	71%	-63%
Algebra		2%	59%	-57%	54%	-52%
Geometry		5%	53%	-48%	54%	-49%
History		11%	72%	-61%	71%	-60%
ELA	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		13%	26%	-13%	41%	-28%
Algebra		6%	13%	-7%	16%	-10%
Geometry		6%	17%	-11%	23%	-17%
History		9%	24%	-15%	48%	-39%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our graduation rate (76%) continues to prove that our dropout prevention structures are continuing to yield results. We consistently monitor student data (grades, attendance, assessment), use our CST fully to ensure staff has constant communication with students and families, mentoring, study sessions/tutoring, testing bootcamps, PBIS to ensure that we represent a culture and climate conducive to student success.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Biology was our lowest performance area. We have two newly certified Biology teachers, one whom was out on maternity leave for part of the year. We have an overall need for increased structure and engagement and the need to build capacity with our students to understand the importance of the EOC.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our Algebra 1 proficiency declined from the prior year. We have an overall need for increased structure and engagement and the need to build capacity with our students to understand the importance of the EOC.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We have a gap in all components. We have an overall need for increased structure and engagement and the need to build capacity with our students.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Decreasing the overall number of students missing more than 10% of school.
2. Reducing the number students scoring a level 1 on the ELA assessment and the Algebra 1 EOC.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase Algebra 1 EOC Scores (proficiency and gains)
2. Increase ELA Scores (proficiency and gains)
3. Increase US History proficiency scores
4. Increase Biology proficiency scores
5. Increase graduation rate

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 4.1% as evidenced on the 2024-2025 ELA PM3 assessment. We expect our performance level to be a 12% by the end of the 2025-2026 school year. The problem/gap is occurring because 100% of our students are transient DOP students, with high attendance issues, a lack of consistent formal education and below grade level in reading comprehension. The focus of Bayside is Credit Recovery for Graduation, and therefore over time there has been a lack of consistency in standards-based, task-aligned to standards and data driven lesson planning leading to limited effective teaching methods to support learning.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of grade 9 and grade 10 students scoring at proficient will increase from 4.1% in 2025 to 13% in the 2025-2026 school year as measured by the FAST ELA assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The principal will collect and monitor protocols, expectations, roles and responsibilities of the ELA and Reading department. Principal will attend PLCs to monitor planning and implementation of lesson plans, review data from FAST PM assessments focusing on improving target/task alignment and standards-based instruction and engagement. Frequent walkthroughs will be conducted, and teachers will be provided with actionable feedback on target/task alignment. Progress of each student on each BEST benchmark will be tracked, monitored and routinely analyzed to determine instructional next steps and plans for remediation.

Person responsible for monitoring outcome

Erin Savage

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Favorable outcomes will be based on strengthening teacher's ability to leverage tools such as graphic organizers, anchor charts, and Critical Reading protocols that support comprehension of complex text. Increase PD to strengthen teacher's readiness to plan around the use of common text while following District's instructional pacing guide with fidelity. The work of the PLC will be centered around the research of Richard DuFour's PLC questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale:

If teachers routinely and with fidelity implement a sustainable student-driven data lesson planning to increase engagement, rigorous standards-based instruction along with individualized support for struggling learners, students will gain a sense of competence, achievement, and self-ownership of performance data in order to increase their ability to comprehend complex text and complex questions independently.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Five Essentials of Effective Instruction

Person Monitoring:

Erin Savage

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During pre-school, Principal will meet with ELA/Reading teachers to introduce the five essentials of effective instruction and what it looks like, sounds like, feels like. Principal will begin monitoring the teacher's implementation of the five essentials through weekly classroom walk-throughs with feedback, and PLC meetings.

Action Step #2

Use of District Materials

Person Monitoring:

Erin Savage

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Principal will explicitly make ELA/Reading teachers aware of the expectation to use District resources. Principal will begin monitoring the teacher's use of District resources through weekly classroom walk-throughs with feedback, and PLC meetings.

Action Step #3

Monthly PLCs and Data Chats

Person Monitoring:

Erin Savage

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Principal will attend monthly PLCs with ELA/Reading teachers to analyze data, plan lessons and discuss the implementation of SIP goals and the need if any to modify the plan.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 10.4% as evidenced on the 2024-2025 Algebra/Geometry EOC assessments. We expect our performance level to be a 15% by the end of the 2025-2026 school year. The problem/gap is occurring because 100% of our students are transient DOP students, with high attendance issues, a lack of consistent formal education and below grade level in reading comprehension. The focus of Bayside is Credit Recovery for Graduation, and therefore over time there has been a lack of consistency in standards-based, task-aligned to standards and data driven lesson planning leading to limited effective teaching methods to support learning.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of Grade 9 and Grade 10 Algebra 1 and Geometry students scoring at proficient will increase from 10.4% in 2025 to 15% in the 2025-2026 school year as measured by the Algebra 1 and Geometry EOC assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Assistant Principal will monitor the functions and involvement of the work in Algebra 1 and Geometry. The assistant principal will engage teachers in monthly PLC's with an emphasis on reviewing and analyzing the data from district common Assessments and /or Cycle data, lesson planning implementation of the High School Math Non-Negotiable Look Fors, the alignment/usage to the district/ state resources.

Person responsible for monitoring outcome

Christopher Cannon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Favorable outcomes will be based on strengthening teacher's ability to leverage tools such as References Sheets, Common Assessments, Benchmark Tracking and Anchor Charts. Increase PD to strengthen teacher's readiness to plan around the use of and implementation of the District's instructional pacing guide with fidelity. The work of the PLC will be centered around the research of Richard DuFour's PLC questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale:

If teachers routinely and with fidelity implement a sustainable student-driven data lesson planning to increase engagement, rigorous standards-based instruction along with individualized support for struggling learners, students will gain a sense of competence, achievement, and self-ownership of performance data in order to increase mastery of standards and retention of math content.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Math Non-Negotiable Look Fors

Person Monitoring:

Christopher Cannon

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During pre-school, Assistant Principal will meet with Algebra and Geometry teachers to introduce the High School Math Non-Negotiable Look-Fors and what it looks like, sounds like, feels like. Assistant Principal will begin monitoring the teacher's implementation of the Non-Negotiables through weekly

classroom walk-throughs with feedback, and PLC meetings.

Action Step #2

Use of District Materials

Person Monitoring:

Christopher Cannon

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Assistant Principal will explicitly make Algebra and Geometry teachers aware of the expectation to use District resources. Assistant Principal will begin monitoring the teacher's use of District resources through weekly classroom walk-throughs with feedback, and PLC meetings.

Action Step #3

Monthly PLCs and Data Chats

Person Monitoring:

Christopher Cannon

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Assistant Principal will attend monthly PLCs with Algebra and Geometry teachers to analyze data, plan lessons and discuss the implementation of SIP goals and the need if any to modify the plan.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 0% as evidenced on the 2024-2025 Biology EOC assessment. We expect our performance level to be a 10% by the end of the 2025-2026 school year. The problem/gap is occurring because 100% of our students are transient DOP students, with high attendance issues, a lack of consistent formal education and below grade level in reading comprehension. The focus of Bayside is Credit Recovery for Graduation, and therefore over time there has been a lack of consistency in standards-based, task-aligned to standards and data driven lesson planning leading to limited effective teaching methods to support learning.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of Biology 1 students scoring at proficient will increase from 0% in 2024 to 10% in the 2025-2026 school year as measured by the Biology EOC assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The principal will collect and monitor protocols, expectations, roles and responsibilities of the Science department. Principal will attend PLCs to monitor planning and implementation of lesson plans, review data from FAST PM assessments focusing on improving target/task alignment and standards-based instruction and engagement. Frequent walkthroughs will be conducted, and teachers will be provided with actionable feedback on target/task alignment. Progress of each student will be tracked, monitored and routinely analyzed to determine instructional next steps and plans for remediation.

Person responsible for monitoring outcome

Erin Savage

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Favorable outcomes will be based on strengthening teacher's ability to leverage tools such as Scientific Thinking Protocols, Learning Labs, Checks for Understanding, Exposure to Academic and technical Vocabulary and increased Academic Discourse. Increase PD to strengthen teacher's readiness to plan around the use of and implementation of the District's instructional pacing guide with fidelity. The work of the PLC will be centered around the research of Richard DuFour's PLC questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale:

If teachers routinely and with fidelity implement a sustainable student-driven data lesson planning to increase engagement, rigorous standards-based instruction along with individualized support for struggling learners, students will gain a sense of competence, achievement, and self-ownership of performance data in order to increase their ability to comprehend complex text and answer higher order questions independently.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Science Non-Negotiable Look-Fors

Person Monitoring:

Erin Savage

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During pre-school, Principal will meet with Biology teachers to introduce the Science Non-Negotiable Look-Fors and what they looks like, sounds like, feels like. Principal will begin monitoring the teacher's implementation of the Non-Negotiables through weekly classroom walk-throughs with feedback, and PLC meetings.

Action Step #2

Use of District Materials

Person Monitoring:

Erin Savage

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Principal will explicitly make Biology teachers aware of the expectation to use District resources. Principal will begin monitoring the teacher's use of District resources through weekly classroom walk-throughs with feedback, and PLC meetings.

Action Step #3

Monthly PLCs and Data Chats

Person Monitoring:

Erin Savage

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Principal will attend monthly PLCs with Biology teachers to analyze data, plan lessons and discuss the implementation of SIP goals and the need if any to modify the plan.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 6.7% as evidenced on the 2024-2025 FSA US History assessment. We expect our performance level to be a 15% by the end of the 2025-2026 school year. The problem/gap is occurring because 100% of our students are transient DOP students, with high attendance, issues, a lack of consistent formal education and below grade level in reading comprehension. The focus of Bayside is Credit Recovery for Graduation, and therefore over time there has been a lack of consistency in standards-based, task-aligned to standards and data driven

lesson planning leading to limited effective teaching methods to support learning.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of U.S. History students scoring at proficient will increase from 6.7% in 2025 to 15% in the 2025-2026 school year as measured by the U.S. History EOC assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Assistant Principal will collect and monitor protocols, expectations, roles and responsibilities of the Social Studies department. Assistant Principal will attend PLCs to monitor planning and implementation of lesson plans, review data focusing on improving target/task alignment and standards-based instruction and engagement. Frequent walkthroughs will be conducted, and teachers will be provided with actionable feedback on target/task alignment. Progress of each student will be tracked, monitored and routinely analyzed to determine instructional next steps and plans for remediation.

Person responsible for monitoring outcome

Christopher Cannon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Favorable outcomes will be based on strengthening teacher's ability to leverage tools such as graphic organizers, anchor charts, and Critical Reading protocols that support comprehension of complex text. Increase PD to strengthen teacher's readiness to plan around the use of and implementation of the District's instructional pacing guide with fidelity. The work of the PLC will be centered around the research of Richard DuFour's PLC questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale:

If teachers routinely and with fidelity implement a sustainable student-driven data lesson planning to increase engagement, rigorous standards-based instruction along with individualized support for struggling learners, students will gain a sense of competence, achievement, and self-ownership of performance data in order to increase their ability to comprehend complex text, increase academic vocabulary and answer higher order questions independently.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Five Essentials of Effective Instruction and Social Studies Non-Negotiable Look-Fors

Person Monitoring:

Christopher Cannon

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During pre-school, Assistant Principal will meet with Social Studies teachers to introduce the five essentials of effective instruction and Social Studies Non-Negotiables and what they look like, sounds like, feels like. Assistant Principal will begin monitoring the teacher's implementation of the Non-Negotiables through weekly classroom walk-throughs with feedback, and PLC meetings.

Action Step #2

Use of District Materials

Person Monitoring:

Christopher Cannon

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Assistant Principal will explicitly make Social Studies teachers aware of the expectation to use District resources. Assistant Principal will begin monitoring the teacher's use of District resources through weekly classroom walk-throughs with feedback, and PLC meetings.

Action Step #3

Monthly PLCs and Data Chats

Person Monitoring:

Christopher Cannon

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Assistant Principal will attend monthly PLCs with Social Studies teachers to analyze data, plan lessons and discuss the implementation of SIP goals and the need if any to modify the plan.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

30% of students in the senior cohort report are on track to graduate as of May 2025. We expected our performance level to be 75 percent of seniors will graduate on time by May 2025. As of July, 2025 our graduation rate is 78%. We expect our 2026 graduation rate to be 80%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of students who are on track to graduate will increase from 78 percent to 80 percent, as measured by progress monitoring and assessment data in alignment with school graduation rate from the graduation cohort report.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Graduation Cohort Report, SAT, ACT, FAST, FSA RETAKES, PSAT, CLT Grade Reviews by Quarter will be monitored biweekly during graduation PLC's. In addition, classroom walkthrough data and PLC to ensure standards-based instruction.

Person responsible for monitoring outcome

Erin Savage, Principal; Amanda Dallas, School Counselor

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based Strategy- Professional Learning and Collaborative Planning Communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data.

Rationale:

Research shows that PLC's and Collaborative Planning provide an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students and proven practice to promote teacher collaboration that increases student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Graduation Action steps

Person Monitoring:

Erin Savage; Amanda Dallas

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continue establish structures and expectations for PLCs and implement Collaborative Planning -Will hold monthly content area PLC's and weekly Collaborative Planning meetings -Establish the structure and expectations of Collaborative Planning -Leadership Teams create a protocol for the cycle within Collaborative Planning for each by August 20th -Protocol will include strategies and how teachers will be supported with effective teaching methods for standards-based instruction -Administrators clearly communicate to teachers the way of work for Collaborative Planning -By the end of PRE-SCHOOL week, teams will collectively develop expectations for before, during and after planning -By the end of PRE-SCHOOL week, teams will define roles and responsibilities of members (teachers, coaches, admin) -Professional Development and supports will be used for implementing standards-based instruction with fidelity.

IV. Positive Learning Environment

Area of Focus #1

Other: School Culture and Climate

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Consistently implement school-wide Guidelines for Success help students understand the correlation between positive behavior student success. All staff members desire to build positive and supportive relationships with scholars but need opportunities to better understand the impact of culture, past experiences and trauma on the learning environment. According to discipline data, our students received on 87 referrals during the 2024-2025 school year, however Administration and Student Services intervened 5,296 times with students relating but not limited to restorative discipline, parent/DJJ contact, student led conferences, check in/check out, small groups, tutoring.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of student interventions will decrease from 5,296 in 2025 by 10% (529) in the 2025-2026 school year as measured by our PBIS Monitoring/Intervention Log.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The SBLT and PBIS committees will monitor and review discipline data to monitor trends and develop and monitor PBIS schoolwide in order to improve discipline outcomes within the school community.

Person responsible for monitoring outcome

Antonio Eberhardt-Taylor

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

During pre-school, we will explicitly refer to the R.I.S.E. Guidelines for Success, highlighting the importance of PBIS, problem solving, student engagement and restorative discipline.

Rationale:

If positive behavioral expectations for students are clearly defined, communicated, agreed on, implemented by all staff, explicitly taught to students, and celebrated when met, the problem will be reduced due to students better understanding behavioral expectations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Staff Professional Development

Person Monitoring:

Erin Savage

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ongoing staff PD in the areas of climate and culture to acclimate staff to the growing needs of our students and their families. This will include Administration conducting PD during monthly staff meetings.

Action Step #2

Data Monitoring

Person Monitoring:

Antonio Eberhardt-Taylor

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The School-Based Leadership Team will monitor attendance, grades, test scores, discipline data and life circumstances weekly and report to staff and families, make action plans for individual students.

Action Step #3

PBIS Implementation

Person Monitoring:

Antonio Eberhardt Taylor

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop and implement incentive programs and competitions (e.g., Exemplary Student of the Week, Dean's List and Honor Roll Celebration, Bulletin Board recognition, Monthly PBIS Events, etc.) to improve relationships between students and staff and to show students that they are valuable members of our school community.

Action Step #4

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Our school website where the SIP will be publicly displayed is located at <https://www.pcsb.org/bayside-hs>.

Bayside High School will provide information to parents regarding Title 1 programs in a timely manner using various methods of communication including meetings, mailed letters home, the School Messenger call system, email and the school website.

At the Annual Title 1 Meeting, information about Title 1 programs, curriculum, and academic assessments will be shared in general meetings. Sign-in sheets will be provided to the Title 1 Coordinator who will maintain documentation on the dissemination of information, distribution methods, and timelines.

During SAC meetings we will present highlights of the SIP, Title I Schoolwide Plan and Family Engagement Plan and provide updates of implementation through the year. In addition, the Title I School and Family Overview will be sent home as a part of the communication that goes home with students during the first weeks of school. It will include information on where to access the SIP and PFEP.

1. Parent and family engagement events/activities are aligned with school and district achievement goals. 2. The school offers flexible number of meetings, such as morning or evening. 3. The school holds the Title 1 Annual meeting at a convenient time and encourages and invites all parents to attend to inform them about the school's Title 1 School Plan, and the school-parent compact. 4.

School communication with ELL families is ongoing, meaningful (provided in the native language), culturally relevant, and results in higher academic achievement, increased access to opportunities for ELL scholars, and meaningful engagement for ELL families. 5. Families are involved in the development of the School-Parent-Scholar Compact.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Our school website where the SIP will be publicly displayed is located at <https://www.pcsb.org/bayside-hs>.

1. Increase modalities of communication with families.
2. Increase mechanisms to collect parent feedback.
3. Increase parent participation in workshops that focus on literacy, core subjects and test preparation practices for the home environment.
4. Increase parent response to requests for feedback through the use of surveys, interviews, or direct solicitation.
5. Increase parent education on accessing FOCUS with the intention of advocating for their child.
6. Offer flexible conferences and meetings during and outside the school day.
7. Continue to provide workshops corresponding to the needs of the scholars (college, career, vocational and life skill development).
8. Advertise/publicize event. Develop and disseminate invitations. Develop agenda, handouts, and/or presentation materials that address the required components.

A one pager with Parent University Topics has been created for Semester 1. This will be sent home to parents at the beginning of the school year with reminders before each event. A survey will be available after each event for the SBLT to review and make recommendations for topics for Semester 2.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

1. Increase school-wide strategies to increase literacy such as Close Reading and answering text dependent questions.
2. Increase use of District's Five Essentials of Effective Instruction.
3. Collaborative planning through common planning and PLCs within content areas focusing on data analysis, and lesson design.
4. Integration of student-based systems such as PBIS, Project-based Instruction, Restorative Practices, Youth Mental Health.
5. Goal setting, college and career readiness strategies in conjunction with the College and Career Coordinator.
6. Provide high-yield, high quality professional development for instructional staff focusing on instructional practices, lesson design, cross-curricular development and integration.
7. Provide enrichment opportunities to provide students with the ability to connect between formal learning and real life application.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The school coordinates and integrates parent and family engagement programs and activities with other Federal, State, and local programs, including parent resource centers that encourage and support parents in more fully participating in the education of their child(ren). Our SBLT and CST (Administration, Social Worker, Psychologist, Teen Parent Teacher, DJJ Social Worker) work in conjunction with the following to provide services and solutions to our students: JPOs, Foster Care programs, Guardian ad Litems, PTC, SPC. This list is not exhaustive. We meet weekly to brainstorm options for our scholars.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Administrations and School Counselor works to ensure students' academic needs are being met. We have a full-time Social Worker and part-time Psychologist. We have a part-time School Nurse. We have programs such as Girl's Club, 5000 Role Model, Debate Club, SAVE Promise to ensure that students have opportunities to connect with other students and adults outside of the academic realm. Our SBLT and CST (Administration, Social Worker, Psychologist, Teen Parent Teacher, DJJ Social Worker) work in conjunction with the following to provide services and solutions to our students: JPOs, Foster Care programs, Guardian ad Litems, PTC, SPC. This list is not exhaustive. We meet weekly to brainstorm options for our scholars.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Eligible students can take advantage of Dual Enrollment at PTC. We also have several field trips planned to attend local post-secondary institutions. Our School Counselors ensure that students complete the Naviance activities. We have a part-time College and Career Coach who comes to the school once per month. He is given a list of students who are close to graduation or may be struggling with the post-secondary decision-making process. This year we will be implementing post-secondary assemblies throughout the year to better assist scholars with after high school "next steps".

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

We have a robust PBIS school-wide plan as well as Restorative Practices model that assists teachers

and students and help them work through any issues. Our VE Specialist works with Administration in order to ensure SWD accommodations are being met. The new Title I Support Assistant will work along side our Administration, VE Specialist and VE teacher to provide interventions, monitoring and pullout services to students.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Staff is provided with pre-school training, District training, faculty and staff meetings in which the schoolwide academic expectations and model for academic success is monitored and explicitly demonstrated throughout the year. Administration guides any staff member needing additional support through a variety of topics offered through the office of Professional Development.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Students who have children have the opportunity to send their children to day care at PTC Clearwater while they are in school. This is to assist our students, but also to have a safe learning space for their babies as well.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The School Improvement funding allocation process will be evaluated in monthly school meetings, School Messenger calls to communicate with parents, Title One Meetings, updates and input requests on school websites and SAC Meetings.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Professional Development will be centered around The Five Essentials of Effective Instruction, Look Fors and curriculum guides for each of the four content areas. The aforementioned will also be used to guide SBLT meetings, PLCs and department meetings.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00